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LB 305A, 305

SENATOR RAIKES: Okay. A question, if I may, Senator.

SENATOR CHAMBERS: Yes.

SENATOR RAIKES: "Teacher Assessment", that phrase, that would imply that there would be some sort of test or assessment for teachers in...incorporated with this program or in...in connection with the program. I'm not quite sure...

SENATOR CHAMBERS: Yes.

SENATOR RAIKES: ...that I understand what you're...

SENATOR CHAMBERS: Yes, there would be some testing involved so that, for example, if a teacher is teaching the fourth grade the teacher should pass a test given to students at the fourth grade level.

SENATOR RAIKES: Would you be more interested in teacher assessment or in student assessment as a result of the teaching?

SENATOR CHAMBERS: We don't have to have either/or. We should have both so that we have a kind of control factor built in. If we test or assess the teacher and we would want a testing instrument that bears a rational relationship to what we're trying to learn, if you have a valid testing instrument for the teacher and the teacher does very well on that instrument, then you test the students and they do very poorly, you ask the question, do you just have a bunch of dumb students in Nebraska or do you have a situation where people who can do very well in taking a test are not able to help children learn what that teacher is trying to teach? I think you would need to test both components. Now, somebody who believes in philosophies might believe you can clap...you can have a hand clap with only one hand, but that's my question to you. Would you object to adding "Teacher Assessment" to the title of this program when we get to LB 305?

SENATOR RAIKES: Well, I don't think I would, Senator, and in fact I know there's a limit on how long you can make a title. I do think that to try to make it as descriptive as possible of